**Lesson Plan Format**

**Independence Expositor**

**Teacher Candidate \_\_Maria Pacheco\_\_ Grade Level\_4th\_\_\_ Date of lesson\_\_11/29/11\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Illinois Learning Standards Addressed:

* **16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
* **3.B.2a** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
* **3.C.2a** Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persua­sive writings (e.g., editorials, advertisements).
* Students will read newspaper articles that have been written using information from the times of the westward expansion. They will be able to learn from the information they read in the articles, then see an example of a teacher and students written newspaper articles written based on the times of the expansion. Students will then have an opportunity to write their own newspaper article using information they gather from resources.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will have prior knowledge about the importance of people moving, facts regarding the westward movement, and contemporaries that lived in the 1840’s.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to ask and answer questions based on the newspaper articles they read and the information they find from the other various resources they look through.
* Students will be able to organize their ideas in the form of a creative newspaper articles.
* Students will be able to write a newspaper articles using information they have learned from the previous lesson, resources they have used, and the articles they have just read.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be informally assessed on how well they participate in the class discussions on the newspaper articles they read as a class/ in their groups. However, students will be formally assessed on how well they complete the research for information to include in their newspaper articles. Students should include valid information that could, or did apply to the times of the westward expansion. Students will be assessed on how appropriate the information is for their newspaper articles.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

-Resource Books provided by teacher, and found by students

- Paper (white and construction paper)

- Newspaper articles (3 different articles -- written, teacher done, student done)

(Possibly enough copies for each group of tables to have 1)

- List of people influencing the west

- Pens and pencils

- Markers

- (possible, but not needed) Computer with Microsoft Publisher program

- (possible, but not needed) transparencies and overhead

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

* **Direct Instruction and Guided Practice: Students need direct instruction regarding newspaper information. Making a connection between the westward expansion and the newspaper today. Guided Practice:** Students will then have an opportunity to write their own newspaper article using information they gather from resources

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

1. I will ask the students if they have ever read a newspaper. I will ask what type of information they find in a newspaper. Then, she will go on to explain that during the times of the westward expansion, there were newspapers also. These newspapers contained some similar information as the newspapers we have today.

* I will either hand out copies of three different newspapers articles, or put them up on transparencies.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

2. I will then go over the various newspaper articles with the students. The class will discuss the statements they find in the articles directly related to the issues of the westward expansion. Then, the class will discuss information what they may have interpreted while reading the articles. Last, the students will discuss analytical statements, such as the broader issues in the articles.

3. After the class has discussed these three different things, then the students, in their smaller groups will discuss the same three things.

4. When all of the discussion has been completed, I will explain that the students will now be writing their own newspaper articles, using the information they will gather from various resources. Students will be given a list of ideas they can write about in their articles, in addition to the ideas they have already gotten from the 3 different articles they have already read.

Ideas include, but are not limited to:

- Problems encountered on the trail

- Problems encountered on the prairie

- Hardships along the trip and settlement

- Alternative routes west

- Log cabins (how to build them, furniture for them, origin of them)

- People moving in to town, people dying, babies being born

5. Students will then have sufficient time to research and figure out what they want to include in their articles. Students will be able to work in small groups, or individually.

6. Students should be writing down their information. They need to create an article using the format of the articles they have already read, but they can do so using white or colored paper, or if the technology is available, the Microsoft Publisher software.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

The students will then present their final product to the rest of the class, explaining why they chose to include the information they did, and what they learned about writing their own newspaper article and how it related to today’s newspapers

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  |  | *If there is a variety of learning levels in the classroom, the teacher can place lower level thinkers with higher level thinkers, and have the entire class work in small groups.* |
|  |  |  |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?